une 1919 Extension Circular 94

Some Results of Fair Work in North Carolina

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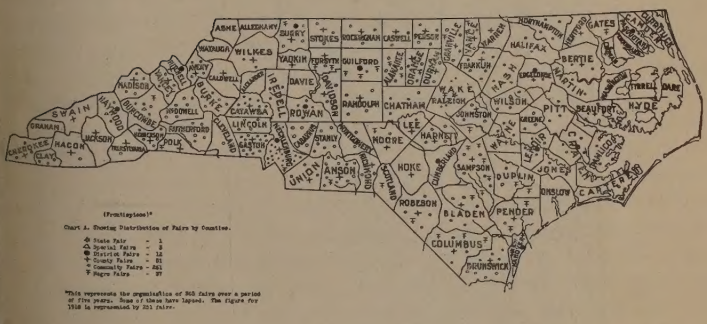


(Frontispiece)*

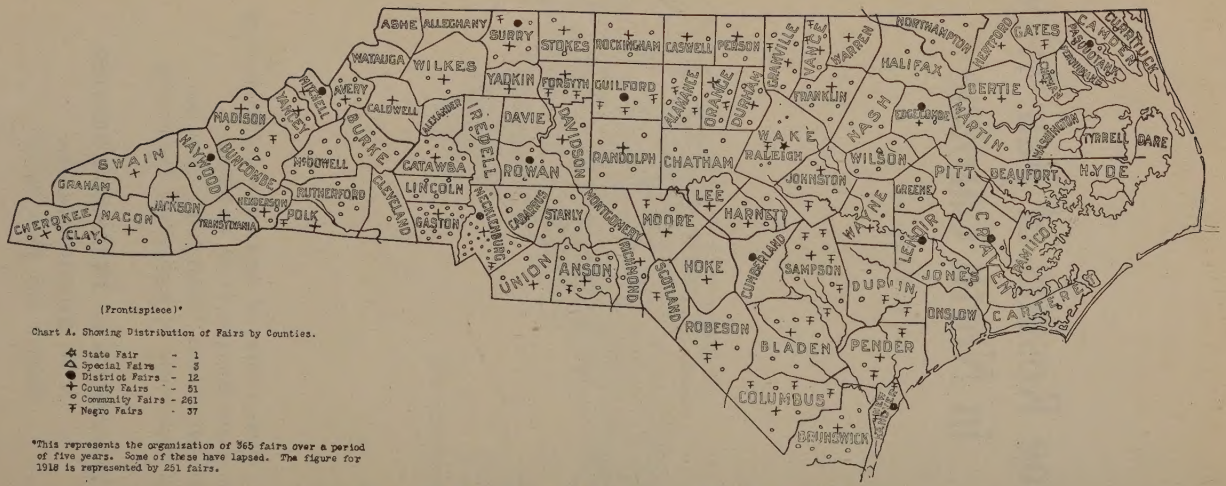
Chart A. Showing Distribution of Fairs by Counties.

- State Fair - 1
- Special Fairs - 2
- District Fairs - 12
- County Fairs - 81
- Community Fairs - 201
- Negro Fairs - 27

*This represents the organization of 303 fairs over a period of five years. Some of these have lapsed. The figure for 1918 is represented by 201 fairs.

N. C. State College of Agriculture and Engineering
N. C. State Department of Agriculture
N. C. Agricultural Experiment Station, and
U. S. Department of Agriculture, Cooperating

AGRICULTURAL EXTENSION SERVICE
B. W. KILGORE, Director
Raleigh and West Raleigh



(Frontispiece)*

Chart A. Showing Distribution of Fairs by Counties.

State Fair	1
Special Fairs	3
District Fairs	12
County Fairs	51
Community Fairs	261
Negro Fairs	37

*This represents the organization of 365 fairs over a period of five years. Some of these have lapsed. The figure for 1918 is represented by 251 fairs.

CHART A. SHOWING DISTRIBUTION OF FAIRS BY COUNTIES

Some Results of Fair Work in North Carolina

By S. G. RUBINOW
Assistant to Director and Chairman of Fair Committee

INTRODUCTION

From time to time various statements have appeared in the newspapers d journals of the State, describing some of the results of the coöpera- e fair work, which is now being conducted in its fifth year by the fairs the State in coöperation with the State Department of Agriculture, e State College of Agriculture and Engineering, the Agricultural xtension Service, the Agricultural Experiment Station, and the United ates Department of Agriculture. Formal reports, showing the progress r each year have also appeared, but no resumé of the work, in a single pular publication, suitable for the people who are interested and who e conducting the work, has ever been prepared and distributed.

It is for the purpose of bringing before the Fair Secretaries, the unty Farm and Home Demonstration Agents, and the people whom ese officials serve, a popular summary of some of the results of this ir work in the State, that this circular has been prepared, with the pe and expectation that it will stimulate and arouse even more interest this phase of extension work. Agricultural extension work, like every her type of educational effort, changes its methods to suit conditions. st at this time fair work is a very popular project in extension work d will probably continue to be for a number of years. That it has not ached the crest or climax of its popularity is evidenced by the fact that e fairs are growing in number, each year seeing more and more organ- ed. While new fairs are appearing on the map of the State the older ganizations are continuing intact, and are improving their displays, hibits and their methods of management. To both new and old fair sociations this circular will undoubtedly prove interesting, and may sult in an exchange of ideas and suggestions and in the introduction of w features, always so helpful in fair work.

GROWTH OF FAIRS IN FIVE YEARS

The fairs in North Carolina have enjoyed a remarkable growth during e past five years. From a total of 30 fairs in 1914 to 251 fairs in 1918 presents a development in this type of community organization which unsurpassed in State records. Not only has this increase in the num- r of fairs been a development of which the State is proud, but what is ore valuable and significant is the fact that the Agricultural Extension rvice has coöperated with this large list of fairs, in furnishing judges, oviding programs and speakers, and in demonstrating to the public e educational value of agricultural, livestock, and home economics

fairs. The promotion of the work, as represented in Chart B stands as a distinct achievement in securing the coöperation of the public.

CHART B. SHOWING GROWTH OF FAIRS IN FIVE YEARS

TYPE OF FAIR	NUMBER OF FAIRS ORGANIZED AND COÖPERATING I					
	1914	1915	1916	1917	1918[1]	191[2]
State	1	1	1	1	1	
Special				1	2	
District	6	2	8	8	7	
County	21	31	33	33	40	
Community		2	53	159	172	
School[3]						
Negro[4]	2	3	11	12	29	
Total	30	39	106	214	251	

[1] In 1917 the development of community fairs had reached a stage, in some cou where the large number of fairs made it very difficult to properly handle the lem of providing judges. For the year 1918, therefore, a regulation was ad by the Fair Committee that limited the number of coöperating community fai any one county to not more than four. This regulation is still in force.

[2] It is anticipated that between 300 and 400 fairs will be held this season.

[3] School fairs, as a distinct type, have been added to the fair classification this year development of school fairs will begin in 1920.

[4] Negro fairs include the same type as the white fairs.

At its present rate of growth North Carolina will soon see the when every progressive community in the State will have its agri tural fair. In fact, no community can afford *not* to have its commu fair. Communities are rapidly learning that fairs are the ente wedges for the other phases of agricultural development that fol naturally and logically. And as the community fairs have been or ized, so have the larger county fairs and associations followed in t wake. During the period of five years the number of county fairs in State has doubled. Judged by numbers alone the entire accomplishm may not mean much, but in terms of the people whom this work reached and in the amount of constructive good that it has brought ab as a fundamental educational project, teaching better agriculture, n desirable livestock, more livable homes and good community organ tion, the fair work has justified its undertaking.

CHART C. SHOWING GROWTH OF FAIRS IN FIVE YEARS

1914—30 fairs.

1915—39 fairs.

1916—106 fairs.

1917—214 fairs.

1918—251 fairs.

ORGANIZATION OF A STATE-WIDE FAIR SYSTEM

From the very beginning of its conception the work has had before it plan which would create a State-wide system of fairs. The standdization of the various types of fairs has made very steady progress d has now reached a point in the minds of the people where each type fair stands for a certain definite cog in the machinery of the whole oject. The people of the State understand the relationship of one type another, and it is due to this understanding on the part of those who

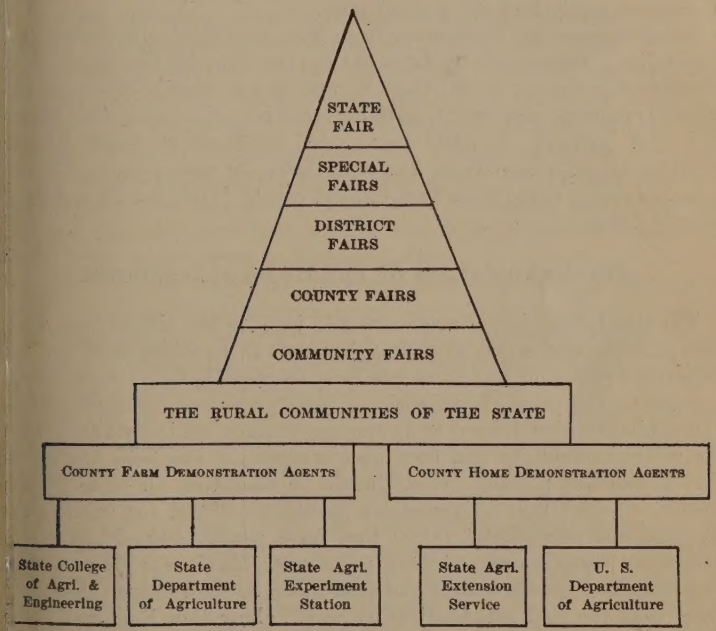


Chart D. Showing Diagram of a State-wide Fair System

cally manage the fairs that the Agricultural Extension Service has en able to secure such effective coöperation in developing this work.

The system, as it was visualized, had to have an apex. The State Fair, e melting pot for all of the other fairs in the State, and for their hibits and entries, represented that apex. The base of the system lay t in the open country, in the rural communities, on the farms, in the rns, and in the homes. The community fair, therefore, embracing in jurisdiction a farm neighborhood, a school district, a farm-wide comunity, or any other area of common rural interest, composed the foun- tion of this plan, the solid ground floor upon which the whole structure sted.

Between the community fair and the State Fair, in this plan, w vast unorganized territory, and county fairs, representing indivi county units, larger in their activities than community fairs, district fairs, inviting the participation of at least six county units, smaller than the State Fair, soon logically developed as the next suc sive steps in the plan. More recently a special demand for specia fairs has brought into the general State-wide system of fair work special fairs, one designated as a "livestock show" and the other "fruit show." These special fairs are serving a very useful purpose are fitting nicely into the general plan.

In some instances community fairs have developed into county f In similar instances county fairs have grown into district fairs. W the system is elastic, so that these changes can be readily made, the f themselves have held intact, holding their organizations, their offic and their patrons. In 1918 there were organized in North Caro 1 State fair, 2 special fairs, 7 district fairs, 40 county fairs, 172 c munity fairs, 1 negro State fair, 8 negro county fairs, and 20 negro c munity fairs.

STANDARDIZATION OF PREMIUMS AND JUDGING

The standardization of premiums and judging has always been a d cult problem, and a lack of definite methods in handling these two v important phases of fair work has been responsible for failures in s instances. For years the payment of large premiums for those prod and exhibits which did not truly represent either the individual farm the entire community had been discouraged. It has been pointed that a standard premium value should be placed on all farm prod shown at fairs; that no premiums should be offered for exhibits t have no real educational value; that farm products should have s utilitarian value in order to merit premiums. But it was not until S premium lists were prepared and distributed to the various fair asso tions that the real standardization work, along this line, was beg And at the present time every coöperating fair in the State uses the S premium list in its own official catalogue, with more satisfying res and the knowledge of better work accomplished.

Another very difficult phase of the problem has been the matter training and providing competent judges for all of the coöperating fa When it is noted, for example, that in 1918 there were 251 fairs org ized and that these fairs are held within the short space of three mon beginning in the latter part of September and ending in the early p of December, and that each type of fairs needs its definite number judges, it will be realized that the task of securing, instructing, routing competent judges for so many individual enterprises is a undertaking.

Experience has demonstrated that a community fair requires at least o judges, a man for the agricultural products and livestock and a man for the pantry supplies, canning products and household exhibits. county fair needs three judges as a minimum; one for the agricultural oducts, another for the livestock, and a third for the home economics oducts. An average of four judges should be provided for district rs, while the special and State fairs may and do require many more able men and women to judge the exhibits and entries. The problem, erefore, was a difficult one.

One of the first steps in the standardization of judging was the organiion of judging schools, held during the conventions of County Farm d Home Demonstration Agents. Since 1916 this work has formed a finite part of each convention's program, and has given the agents an portunity of obtaining standard methods for judging agricultural, estock, and home economics products. The next step has been the ining of local judges by the agents themselves. Both coöperators and monstrators, who had shown the greatest amount of interest in the rk, and who were interested in fairs were selected and coached by the ents. They have proven to be good judges.

In this work the people of the communities, as well as the county ents, have been helped materially by the publication of official score rds, which are now used in judging at all fairs. The publication of s material constituted the third step in the standardization of judgg. It has made the judging work uniform and educational.

It may not be amiss to say that the work of these judges, both the unty agents and the local people, in judging, demonstrating, advising, turing, exhibiting, and superintending judging contests, has been the ctor that made the fair work such an unqualified success. The people emselves have wanted it, and they have done everything possible to ake it successful. In a great many instances these workers, especially e county farm and home demonstration agents, initiated the fairs of eir communities. They spared neither time nor energy in canvassing mmunities, in organizing committees, in securing funds for their are of the premium lists, in publishing these lists, in arousing enthusin, community spirit and coöperation, and in reality making these fairs permanent type of rural organization.

They arranged the exhibits, they built the stands for the crops and e pens for the livestock; they arranged the programs and helped ure the speakers. In most instances they acted as the ex officio leaders d heads of the enterprises. In 1917, before the ruling against a large mber of fairs in any one county went into effect, there was a great al of good-natured rivalry and competition between several counties, ding in the largest number of fairs; two counties had thirteen each d the ten leading counties totaled 72 fairs.

CHART E. SHOWING SOME INTERESTING FAIR STATISTICS

Number of Fairs in United States (estimated)	3
Number of Fairs in North Carolina (1918)	
Attendance at all of the Fairs in United States (estimated)	10,000
Attendance at all of the Fairs in North Carolina (1917)	676,
Number of Exhibitors at Fairs in North Carolina (1917)	45,
Number of Judges Scheduled for Fairs in North Carolina (1918):	
Community Fairs	384
County Fairs	144
District Fairs	28
Special Fairs	8
State Fair	10
Total	
Amount of State aid offered by State Department of Agriculture to Fairs (1918):	
Community Fairs	$4,800
County Fairs	4,800
District Fairs	1,200
Special Fairs	400
State Fair	250
Total	$11,

DESCRIPTION OF A TYPICAL COMMUNITY FAIR

The following description of a typical community fair is taken fr the July 28, 1917, issue of *School and Society,* which contained an arti by the writer of this circular, entitled "The Community Fair—A Fac in Rural Education":

". . . With a rapidity than can scarcely be chronicled in act time, rural United States is driving away ignorance, superstiti jealousy, selfish political dogmatism, petty neighborhood rivalry, pre dice, and bias. In their places are coming the spirit of coöperation, breadth of learning and culture, the wisdom of experience and inform tion, the broad-gauged feeling of tolerance, the desire to work for co mon good. As a working factor in bringing about this change Community Fair is playing a big part in Rural Education.

"While the Community Fair, as an educational institution, is typical of one section of the United States any more than it is another, yet it is probably not an exaggeration to say that it thrives the South more industrially than it does elsewhere. The South le cheer and hospitality to the educational program of the Commun Fair. It adds a tone of social importance to the program of instruct numbers. Because the South considers the Community Fair somethi more than a method of visual agricultural instruction is one reason w

ommunity Fairs flourish here. And then, too, the South is making gantic strides agriculturally, a phenomenal progress since the reconruction days, and is gladly seizing every opportunity to promote all stitutions and organizations which influence rural education.

"I studied some Community Fairs in North Carolina recently, and I n describing them because they are tangible exponents of the progres-ve and responsive attitude of southern rural communities. The same a of progress is markedly noticeable in every southern state, where gricultural colleges are becoming the leading institutions of learning, lpful in service and purpose, radiating knowledge through their exten-on departments, and using the Community Fair as a medium for dis-minating this information.

"There will come a time soon when every rural community will have Community Fair. Centered around the rural school as the most public nd democratic type of the community center, featured distinctly by gricultural and livestock products, supplemented attractively with hool and community exhibits, furnishing a real and a local interest, ie Community Fair is becoming one of the large educational factors of rogressive rural development.

"Wherever Community Fairs are emphasized will be found a repre-ntation of the various agencies which are interested in agricultural evelopment. The United States county farm demonstration agents ssist in arranging the exhibits and in making out the premium lists. pecialists from the extension services of the agricultural colleges and ie State departments of agriculture participate in the program. The ates help financially by contributing generously to the prize lists. The ome demonstration agents of the Federal Department of Agriculture nd the rural school supervisors from the State Department of Educa-on show the local teachers how to arrange the products of the school, ome, and kitchen in the most attractive way.

"The teachers themselves urge the boys and girls to painstaking effort n preparing school exhibits for the fairs. This is considered a part of ie prescribed program of school work. Members of the Boys' and irls' Agricultural and Canning Clubs bring their products to the Com-unity Fair; farmers and their wives vie with one another in a good-atured spirit of friendly rivalry, in showing the things they have grown nd made. There are speeches and lectures, musical numbers and reci-ational features, discussions and conferences, and a composite view of he entire Community Fair, focused into a single mental image, would e symbolical of Progress, Education, and Happiness.

"Shorn of the cheap and vulgar midway amusements which detract rom the real purpose of fairs, educational and informative in their cope, bringing folks together in the best of community spirit and coöper-tion, the rejuvenation of the Community Fair brings back the old type f real agricultural fairs, with plowing matches, auction sales of cattle, udging of livestock and farm products, farmers' meetings, boys' and

girls' rallies, and those group meetings and discussions of things perta
ing to farm life. There were many Community Fairs in North Caroli
last fall; it was a delightful pleasure to visit them.

"At Moss Hill and Sharon, two farming neighborhoods in one of t
State's best agricultural counties, I visited typical Community Fa
that feasted the eye, delighted the heart, inspired the mind, and dr
home the desire to describe. The weather was charming, a genial m
ture of sunshine and bracing air. The school houses were located
beautiful, natural sites, amidst upstanding, towering pines, enshrou
in meshes of that most graceful of lichens, the so-called Spanish Mo
They looked like the patriarchs of old. Out in the road and in t
neighboring fields were clustered the wagons, buggies and automobil
The school grounds were congested with folks. I did not anticipate
many at a Community Fair. Those who do not believe in the possib
ties of rural coöperation should attend Community Fairs in North Ca
lina.

"The schoolhouses were dressed up in their very best. A tempora
platform had been constructed in each case, draped with the Stars a
Stripes, esthetically beautified with ferns and mosses. There was eve
player-piano, hauled out from the city especially for the occasion. T
chairs were grouped around for the presiding officers and the speake
Temporary benches had been made for the day, arranged in an amp
theatre around the platform. Beyond the benches, out among the tr
and in the fields, were the pens for the livestock and poultry. Overhe
was the bluest of blue skies, with just a touch here and there of flee
shimmering, cumulus clouds. It was a perfect day!

"For the morning session of the day a pretty, dainty program had be
arranged for the children. They were dressed in their best. Teach
and parents were proud of the appearance they made. The boys h
scoured their faces and hands, had brushed their clothes, blackened th
boots and plastered down their hair. The girls were in spotless wh
with here and there a ribbon of outstanding hue. They marched in sin
file, then in pairs, keeping accurate time and rhythm while their teac
played the accompaniment. Then came the songs and recitations,
vocal and instrumental solos, the clever little monologues and cat
sketches.

"While it is true that social and recreative features are very import
phases of the Community Fair, and that one of the most fundamen
purposes of the Community Fair is to bring country people together,
the fair would lose its significance and its value if the program did
contain something instructional and informative. This must be ess
tially so, because every institution in the country, tangible or abstra
concrete or intangible, including the Community Fair, depends for
existence and success upon the degree of material prosperity which
country enjoys. To have left out the agricultural addresses and disc

ions from the program which I am describing would have made the day incomplete and lacking.

"Representatives from the Agricultural College and from the State Department of Agriculture had come to assist the county agent and the home demonstration agent with the program. It was the most carefully attended series of lectures that I have ever heard. Surely these country people in North Carolina give a living denial to the statement we see so often that 'coöperation among rural people is a never-to-be-attained myth, glorious in its conception, but impractical in its usage.' For here were all of the folks of the community, interested in one another, rubbing shoulders, swapping experiences, molding individual thoughts and opinions into one concentrated, unified idea and working toward one goal, the ultimate development of the community in which they lived.

"My musings were rudely shattered by the ringing of the school bell. The morning program had been finished. It was dinner time and the meal was ready. What a feast met my eye! Where are those who say that southern farmers are not diversifying? There was barbecued pig, fried sweet potatoes, fried chicken, corn bread, hot biscuits that fairly melted in your mouth, piping hot coffee, home-canned preserves, and cakes of all sizes, tastes and descriptions. The assembly had broken up into small groups of four and five. Tablecloths were spread on the ground, baskets were unpacked, the old colored 'uncles' went from one group to another, carrying the barbecued pig and the coffee, and we fell to the task.

"It is surprising how much companionship may be created through the medium of a good dinner. Keen appetites are first aroused and then satisfied. A geniality is produced. Folks look upon one another with a more smiling degree of intimacy than they did before. Human colds and frosts melt before the thawing approach of congenial conversation. Suspicions are thrust aside and forgotten in the atmosphere of appeased and satisfied physical hunger. Folks begin to discuss the things in which they are interested.

"And so it was here. As I went from group to group, greeting friends and acquaintances here and there, joining in the conversation for a moment or two, I could feel the rumblings of movements for consolidated schools, for better salaries for those deserving teachers, for more earnest consideration of and attention to the work of the county farm and home demonstration agents, for a better and more homogeneous support of the school, for a unified, coöperative agricultural community. How true is the old adage that the way to a man's heart is through his stomach. We must first satisfy the physical wants and needs of our rural people; then we can look forward to and anticipate other changes which are equally vital and necessary.

"Dinner was over and they were preparing for the parade. One cannot think of a fair without a parade. The right kind of a parade is an educational factor. Parades and side-shows can be both entertaining

and instructive. It goes without saying that they should always be c
vating and decent. The one large, general objection to many county a
State fairs is that they do not really represent and carry out the fun
mental purpose of fairs. They are entertaining and not instructive, a
in a great many instances the form of entertainment is questiona
Community fairs are so much more commendable, just for that v
reason, in that they present educational and valuable programs, beca
of the clean type of entertainment with which they are associated, a
because of the fact that their educational policies are clearly defined.

"And so, down the pike came the boys and girls, driving and lead
their exhibits and floats. A prize had been offered for the most origi
and attractive float, and the boys and girls had placed an unus
amount of work and thought upon their individual parts of the exhi
Members of the agricultural clubs, mounted on horses, with crim
sashes tied across their jackets, acted as marshals. A prouder set
leaders never came down the country road. Their steeds had been re
rected from the corn fields and old pastures, but what difference did t
make? This was their parade, their fair, their day! Pigs had b
oiled and brushed until they fairly shone and glistened. Calves
been curried and cleaned up until they scarcely knew themselves. C
pranced around and shied nervously, as they came down the road. E
the poultry knew that they were on exhibition, accustomed as they ar
being displayed.

"The educational value of an exhibit, to the exhibitor, I feel, larg
lies in the amount of constructive thought and labor placed upon
making of it. To the spectator the value of an exhibit is measured
the information it gives. The magnetic thing about exhibits at sn
Community Fairs is that they are personal from all viewpoints.
exhibitor enjoys pardonable pride and egotism in showing the prod
he has grown, raised, or made, to his personal friends, feeling in th
intimate, responsive admiration, encouragement and stimulation
greater effort. And in the same way the spectator would rather, by
see the exhibits his immediate friends and acquaintances are showi
because of the easier and more intelligent criticism he can make, kn
ing the personal background of it all.

"The parade this day was something more than a mere collection
personal exhibits. It was a large family, of many parts, in which ev
part was representative of some community institution, the whole be
coöperatively welded together into one unit. It is not necessary to h
an Aladdin's lamp to produce a thoroughly enjoyable and worth-w
Community Fair parade. A vivid imagination, an optimistic vis
farm wagons, livestock, farm produce, the products of the home
school, a bit of bunting here and there, a happy crowd of good, wh
some country folks, smiling participants, the local school band—and
hear yourself saying in the old familiar way, 'Here comes the parade

"And then came the judging of the livestock and farm products, the roducts of the class-room and kitchen. This was the 'school' phase of ıe fair. In a good many instances the farmers and stockmen who were ttending the fair had come from long distances and at a personal sacrice of time and work, especially to take in this part of the program. Iany had brought their stock and products with them early in the day, ıtering them in the competition. During the day, every now and then, handful of men would stroll off the edge of the school grounds, select n 'easy sitting' log, bite off a huge but apparantly comfortable chew of 'orth Carolina's best tobacco, and then argue about the good qualities ' their respective stock and crops. I was too busy with my work in ıdging the livestock to note what the women were doing, but it is safe) assume that they were equally proud of the products they had entered.

"It was an easy matter, therefore, to arouse interest in the judging, ;pecially when the scoring and placing of the stock and products were ɔcompanied by reasons and explanations. I am of the definite opinion ıat in this phase of fair activities, which, after all, is the real, funda-:ental basis for holding fairs, the Community Fair is far superior to ıe county or State type of organization. At the smaller fairs the men nd women actually obtain an opportunity of hearing concrete discus-ons, based personally on the very stock and products that they them-ılves have brought to the fair. It really combines the extension service ıort course with the most effective laboratory material that can be otained, the farmers' and farmers' wives' own personal products.

"Questions now come in a deluge from all sides. Usually the farmer ; not a loquacious person. He is content with letting 'the other fellow' o all of the talking. But when his animal is being criticized, or when is corn is being scored heavily he wants to know the why and the where-ɔre. And the answer that he receives is correlated with the quality of is product in a way that makes this visual instruction the strongest ɔature of the Community Fair. He compares his colt with his neigh-or's animal; his neighbor's cow looks more 'typey' than his; he failed) win first prize for the best ten ears of corn because his sample lacked niformity; his pig is not developed as a 'six months' pig should be.

"And so all down the line, he gets a visual lesson of what constitutes ood crops and desirable livestock. The image stays with him, because e has seen products that were superior to his. And when the judge ttaches the blue ribbon and awards the certificate of merit the owner ıst seems to grow somewhat taller; he straightens up, hems and haws a ttle, shifts the quid of tobacco in his cheek, walks over to the prize nimal, slaps it caressingly, and then hides his feelings beneath the most ɔemingly nonchalant attitude in the world, while a thousand emotions ırge within.

"The lectures and the judging are over. The boys and girls prepare ɔr their athletic stunts. A ball game, potato and sack races, pig-calling ɔntests, pony saddling and racing—how much these enjoyments mean to

country boys and girls, isolated from social intercourse and lonesome it, anxious to get together, wanting to play and speak with fellow cr tures. That type of rural education which omits the social elem factor from its program is a onesided kind of an education.

"The day draws to a close. The school teacher's farewell speech f unheard. Men and women and boys and girls are busy packing, hitchi up and harnessing. The horses begin to paw in their anxiety for ho and feed. The sun is rapidly settling down behind the western hi The shadows come. There is a wild confusion of mixed sounds, of go byes, of invitations to call, or promises to come. The dust begins to r in the road. There is a waving of hands. Wagons, buggies and autor biles go scurrying down the road. The Community Fair is over. Wl an educational blessing it has been to the folks of the countryside!"

FAIRS AS AN AID TO COMMUNITY ORGANIZATIONS

The organization of fairs in North Carolina, particularly commun fairs, has unquestionably been of great value to the community organi tions which have followed in the wake of these fairs. Especially has t been true of those communities in which no organization work h previously been done. Sometimes difficult to get rural people interes in themselves and in their communities, the community fair has pa the way, has brought the folks together, has aroused their interest mutual things and has taught them a method of working together a coöperating.

The problem of rural education, in the next few years, will be a pr lem of organization. Individual effort and isolation will give way coöperative and joint work. Extension service workers see this cha coming, perhaps, more clearly than others, because of their associati with the problem of rural development, from the time it first began, its present stage. These workers, particularly the home and farm dem stration agents, are driving toward well-developed community organi tion at every turn. Marketing associations, buying organizations, bre ing associations, crop and livestock improvement clubs, rural credit soc ties and many other forms of coöperative effort will do more to so rural problems and to create and arouse leadership than anything el It has been the experience of these workers that fairs are splendid fo runners for such community endeavors.

One community has constructed a permanent Social Center Hall, t idea having originated out of a community fair. Another commun has esablished a definite policy of turning over its receipts and premium money to its Parents' and Teachers' League, for the purpose bettering conditions in its school. A third community has reported t organization of breeders' associations, and the importation of registe stock. And there are many other instances of where the community f has been the starting point in the real development of many commu ties in this State.

HOW FAIRS HAVE HELPED THEIR COMMUNITIES

Chart F shows what fairs have accomplished for their communities. The results have been two-fold. The first has been of an agricultural character; the second of a social character. Both are important. And both are inseparable. Both mean a greater agricultural and cultural North Carolina.

CHART F. SHOWING WHAT FAIRS HAVE ACCOMPLISHED FOR THEIR COMMUNITIES

A. Agriculturally	*B. Socially*
Fairs Have Helped You to—	*Fairs Have Helped You to—*
Increase your crops.	1. Improve your communities.
Increase your livestock.	2. Better your homes.
Improve your farming methods.	3. Consolidate your schools.
Improve your products in quality.	4. Build your good roads.
Market your farm products.	5. Know your neighbors.
Pull together.	6. Work together.

EFFECT OF FAIRS UPON COUNTRY BOYS AND GIRLS

North Carolina fairs are well attended by country boys and girls. Some the best exhibits and entries at the fairs are those of the boys and rls. Particularly is this true of young people who belong to the regu-rly organized Agricultural and Canning Clubs. By belonging to these ubs the boys and girls are in a position to receive instruction which ill enable them to grow and produce better farm products. The fair is ie place where the value of such instruction may be concretely shown to lvantage. In its 1919 State premium list the State Department of griculture recognizes that fact by offering larger and more desirable izes to club members than to other competitors, and the effect of this an has been to stimulate membership in the Corn, Pig, Potato, Cotton, Wheat, Calf, and Canning Clubs.

To the young people fairs mean fun and recreation as well as instruc-on and teaching. The day of the fair usually means a day of whole-me fun and pleasure. Games, contests, pageants, parades, and other sirable forms of amusement are always in order and are looked for-ard to with a great deal of anticipation. In 1918, 15 livestock judging ntests for boys and girls were scheduled. Many organized forms of ral recreation have originated in the play and frolic at community irs. The effect of the proper kind of fairs upon the boys and girls of ie rural communities has been stimulating, instructive, inspiring, and holesome.

RELATION OF FAIRS TO EXTENSION SERVICE

Graphically, this relation may be expressed as follows:

1. Our fairs have given us an opportunity to meet the farmers a their wives and children personally and to explain to them the work our organization.

2. They have given us an opportunity to secure coöperators for dem stration work.

3. It was very advantageous to have the fine audiences before whom give addresses, to conduct farmers' institutes and short courses a demonstrations.

4. At the fairs our specialists had an opportunity of initiating r work.

5. The fair work has been an education for the officials of the fairs

6. Our fairs have been the public forums for the discussion, exh tion and demonstration of agricultural things of value.

OPINIONS OF COUNTY AGENTS AND FAIR SECRETARIES

County Agent J. L. Holliday of Martin County: Fairs have brou interested and disinterested people together, and have served in show what good work is and what it is not. Fairs have brought communi together, caused farmers to make a more careful study of their busin and have stimulated a more healthy sentiment in all lines of agricultu

Secretary Owen Odum of the Coats Community Fair in Harn County: As one result of the community fair a car-load of registe Jersey cattle has been purchased for Grove Township. Four other c munities are planning for four community fairs.

Secretary J. L. Walters of the Cherokee Indian Fair in Swain Coun Our fair has interested the farmers in better methods of farming, ther tending toward increased acreage yields. It has given the farmer better understanding of the quality of agricultural products demanded the markets, thus causing a trend toward improved standards of prod tion. Our fair has aroused within our boys and girls an interest farming and is educating them toward the farm instead of away from

County Agent Sallie W. Hunter of Cabarrus County: Our fairs h helped me to get acquainted with new groups of women and girls, have made a way for my work not possible before. The people attend our fairs have learned the difference between the right and the wr way of doing many things. They are now ambitious to have their c munities lined up in the very best way.

District Agent Estelle T. Smith: Our fairs have interested our pe in demonstration work, resulting in better community spirit, be standards of living and further development along every line. F

ıve a wonderful educational value. Through our fairs we have pro-oted more sympathy between city and country, public welfare, health, lucation, lightened the labor at home, stimulated home demonstration ork in the county and introduced domestic science in the rural schools.

County Agent J. R. Sams of Polk County: At Mars Hill, White ock, and Flats of Spring Creek, farmers were induced, by comparison their fairs, to purchase better bulls, better sheep, etc.; and many farm-s learned the art of judging farm products for the first time. A com-unity just simply has a higher regard for itself after it holds a fair.

Mrs. John S. LeFevre, Secretary of White Rock Community Fair in adison County: Our fair has interested the boys and girls in farming ıd gardening, making these occupations more serious and honorable. oys have learned much about stock and field products, corn, potatoes, ıd peanuts. The fair has brought together the progressive farmers, ho were already doing good work on their land. It has helped to ake these farmers better known to their neighbors. It has waked up any who had no thought about better farming. It has helped the ousewives, giving incentive to better gardening, canning, housekeeping, ıd handicraft.

Secretary Fred O. Scroggs of the Brasstown Community Fair in Clay ounty: Since holding our fair our farmers have begun to coöperate in any ways. The fair has also been a great influence upon our boys and rls, encouraging them in their school and club work. They look for-ard to "Fair Day" as a great day.

County Agent J. Webb Lindley of Mitchell County: Following our ir we purchased 20 purebred Shorthorn bulls.

County Agent R. K. Craven of Bladen County: Fairs in our county ıve created a strong sentiment for better roads.

County Agent Lulu M. Cassidy of Henderson County: In the coun-es in which I have worked, fairs stimulated county and community ride, aroused wholesome competition, educated the people to correct andards, furnished recreation, popularized agricultural teaching and ve the folks self-confidence.

Miss Sarah C. Lutz, Secretary of the Killian Community Fair in atawba County: Our fair has stimulated an active interest in boys' ıd girls' club work. I have recently organized a boys' and girls' club, th a good enrollment.

County Agent J. H. Hampton of Cherokee County: Fairs in my unty have made the people understand that a county agent has a real rvice to perform for the communities.

County Agent Pauline Smith of Franklin County: It has impro the cooking and canning over the county. It has also helped my peo socially by bringing them togeher.

County Agent A. M. Johnson of Johnston County: Four things h been accomplished in Johnston County through fair work. People h been rightfully praised for the good work they did. Farmers have b taught that farm leadership is necessary. Fair day has been used a much-needed vacation day for the farm folks. The raising of more a better crops and livestock has been stimulated.

Secretary C. L. Blount of the Hertford County Fair: The fair now known as the one big thing of the county. It makes us all w together.